

Effective July 1, 2020

In order for CTE programs to be supported, in whole or part, by federal Perkins funding, they must **meet** or be **working towards** fulfilling the federal and state requirements of a Program of Study. This applies to CTE programs submitted for permanent approval. Perkins V continues to aim to strengthen alignment between secondary and postsecondary CTE. This prioritization of high-quality CTE programming also aligns with the ICCB's efforts to expand career pathway opportunities by creating smooth transitions between our education and workforce systems.

Overall revisions to the ICCB Program Approval Manual, released September 2019, were in response to the ICCB's participation in the High-Quality Program Approval Project, facilitated by Advance CTE and funded by the Joyce Foundation. These revisions further support this policy.

Perkins V

The purpose of this Strengthening Career and Technical Education for the 21st Century Act, also known as "Perkins V", is to develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in CTE programs and programs of study. Perkins V requires secondary, postsecondary and business/industry to work together to strengthen career and technical education for students. The Act is effective July 1, 2019. Illinois will observe a transition year for State Fiscal Year 2020, with full implementation beginning on July 1, 2020.

Perkins V defines a **career and technical education program** as an organized educational activity that—

(A) offers a sequence of courses that—

(i) provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations;

(ii) provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree; and

(iii) may include prerequisite courses (other than a remedial course);

(B) includes competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship;

(C) to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual credit program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and

(D) may include career exploration.

Utilizing Perkins funding to Support New and Existing CTE Programs

Perkins V defines a **program of study** as a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging academic standards;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing; and
- (F) culminates in the attainment of a recognized postsecondary credential.

High-Quality CTE Programs of Study

During the High-Quality Program Approval Project, a crosswalk of the existing Program Approval Manual (2014) to the requirements and expectations of Perkins V revealed that while many CTE programs submitted for approval may meet the State's draft definition for sufficient size, scope, and quality and the requirements of a Program of Study, it was not **required**, or required to be demonstrated, through the ICCB's program approval policy. For more information on the identified areas of improvement, please see the Perkins V Crosswalk to the Program Approval Manual (2014).

While these requirements and definitions will not be adopted and finalized until Spring 2020, college staff involved in program development should familiarize themselves with High-Quality CTE Programs of Study criteria. In Spring 2020, the ICCB will release resources as well as required forms that will need to be completed as a part of the Perkins local application process (but should be considered during program approval or review processes) that validate that requirements have been met or are in progress.

Utilizing Perkins funding to Support New and Existing CTE Programs

Element	Requirements (draft)	Addressed Through Initial Program Approval Process
Sufficient Size	Size of programs should be informed by labor market need. (must follow local board policies on class sizes)	✓
Sufficient Scope	Program is aligned with the needs of industries in the local area (or region).	✓
	Program addresses both academic and technical knowledge and skills, including employability skills.	✓
	Program provides a strong experience in and comprehensive understanding of all aspects of industry.	
	Program scope must be defined in consultation with all stakeholders including business and industry.	✓
Sufficient Quality	Are informed by external stakeholders, including but not limited to secondary partners, postsecondary partners, business and industry, local workforce boards, adult education providers, and community-based organizations through advisory committees. Advisory Committees must meet, at minimum, on an annual basis.	Yes, but do not require annual Advisory Com.
	Program incorporates challenging academic and technical standards.	
	Program includes other entry and exit points to provide access and smooth transitions through programming (e.g. adult learners, veterans, etc.).	
	Program provides a non-duplicative, fully articulated sequence of courses from secondary to postsecondary and may include transitions to four-year institutions.	
	Program includes high-quality work-based learning and career exploration. See the State of Illinois Career Pathway Dictionary.	
	Program includes academic and technical instruction that is rigorous, integrated, and aligned with appropriate state and industry standards (e.g. Academic Standards, Accreditation bodies, and professional and licensing standards).	✓
	Program is led by qualified instructors and staff who are provided opportunities for comprehensive professional development (e.g. Accrediting standards, ICCB Administrative Rules).	✓
	Program is continuously evaluated and improved using a continuous program improvement process.	✓
	Program is offered in appropriate facilities using current technology and equipment.	✓

Utilizing Perkins funding to Support New and Existing CTE Programs

	Program leads to an occupation that is high-wage and high-skill.	
	Program culminates in the attainment of a recognized postsecondary credential.	✓